The Red Essay

MYP 3 Summative Assessment: Government Systems

Outline

The key concept for our unit on government systems is **systems**. Systems provide structure and order in both human and natural environments. Everything is connected to a system or systems, and governments are what make many of our other systems possible. Without a government, large-scale systems of justice, education, transportation, defense and many others would collapse, and different kinds of governments affect the functioning of these systems in different ways.

For your summative assessment you will write an essay that answers the following question: To what extent is the Soviet economic/education/prison/military/health care system under Stalin affected by the political ideology of communism?

To determine the extent to which the ideas of communism affect your system, you must answer the above question in both the negative and positive; that is, you need to answer two questions:

1. How does communism affect my system?
2. How does communism **not** affect my system?

You should begin by researching your question. The first step of research is to find useful sources.

* Step 1: Create a list of **at least three** sources that you plan to use and **justify** why you will use them.
* Step 2: Use your sources to collect examples that support questions one and two above.
* Step 3: Look at your list of examples and decide to what extent your system is affected by the ideas of communism: a little, a lot, or not at all.
* Step 4: Write your thesis. For example, The Soviet education system is affectedby the ideas of communism to a **certain/great/small** extent.

Next, you need to know what communism is if you are to recognize it when you see it. Communism is a political ideology and a political ideology is a set of beliefs on how society should be organized. What are those beliefs? For example:

|  |  |
| --- | --- |
| Belief 1 | Communists believe in government control of factories |
| Belief 2 | Communists believe in government control of education |
| Belief 3 | Communists believe in the abolishment of religion |

Once you understand what communism is, you can recognize it when you see it. Now, “walk” around your Soviet school or marketplace and tell me where you see communism. This is your task: where in your system do you see communism and where in your system do you not see communism?

Rubric

|  |  |
| --- | --- |
| Objective | Description |
| A1 | Demonstrate knowledge and understanding of communism and Soviet systems of social organization using descriptions, explanations and examples. |
| B2 | Effectively address the question: To what extent does the political ideology of communism affect a particular Soviet system of social organization? |
| C1 | Analyze Soviet systems of social organization to understand how they are affected by ideology. |

Criterion A: Knowing and understanding

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 1 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * Demonstrates **basic** knowledge and understanding of communism and Soviet systems of social organization through **some** descriptions and/or examples. |
| 3-4 | The student:   * Demonstrates knowledge and understanding of communism and Soviet systems of social organization through **simple** descriptions, explanations and examples. |
| 5-6 | The student:   * Demonstrates **good** knowledge and understanding of communism and Soviet systems of social organization through descriptions, explanations and examples. |
| 7-8 | The student:   * Demonstrates **detailed** knowledge and understanding of communism and Soviet systems of social organization through **thorough** descriptions, explanations and examples. |

**Command terms and MYP definitions**

**Use** Apply knowledge or rules to put theory into practice.

**Demonstrate** Prove or make clear by reasoning or evidence, illustrating with examples or practical application.

Criterion B: Investigating

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 1 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **makes a limited attempt** to address the extent to which the political ideology of communism affects a particular Soviet system of social organization. |
| 3-4 | The student:   * **partially** addresses the extent to which the political ideology of communism affects a particular Soviet system of social organization. |
| 5-6 | The student:   * **satisfactorily** addresses the extent to which the political ideology of communism affects a particular Soviet system of social organization. |
| 7-8 | The student:   * **effectively** addresses the extent to which the political ideology of communism affects a particular Soviet system of social organization. |

Criterion C: Thinking critically

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 1 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **makes a limited attempt** to analyze Soviet systems of social organization to understand how they are affected by ideology. |
| 3-4 | The student:   * **completes a simple analysis of** Soviet systems of social organization to understand how they are affected by ideology. |
| 5-6 | The student:   * **completes a satisfactory analysis of** Soviet systems of social organization to understand how they are affected by ideology. |
| 7-8 | The student:   * **completes a detailed analysis of** Soviet systems of social organization to understand how they are affected by ideology. |

**Command terms and MYP definitions**

**Analysis** Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.

Assessment

Name: Date:

**Assessment**

|  |  |
| --- | --- |
| **Criterion** | **A** |
| Level achieved |  |
| **Criterion** | **B** |
| Level achieved |  |
| **Criterion** | **C** |
| Level achieved |  |

**Criterion A: Knowing and understanding**

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 1 assessment criteria |
|  | The student: |

This work achieved level **X** because the student:

The work would have achieved a higher level if the student had:

**Criterion B: Investigating**

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 1 assessment criteria |
|  | The student: |

This work achieved level **X** because the student:

The work would have achieved a higher level if the student had:

**Criterion C: Thinking critically**

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 1 assessment criteria |
|  | The student: |

This work achieved level **X** because the student:

The work would have achieved a higher level if the student had: